**The Core and MORE Instruction Checklist**

|  |  |
| --- | --- |
| **The CCSS Standard:**  **The Envision Lesson:** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
|  |  |
|  | |
| **ANTICIPATORY SET** (5 MINUTES) | |
| Pearson Spiral Review | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary?   As there is no “new” vocabulary to introduce, review basic units of time using prior instructional materials. How will you provide multiple opportunities for vocabulary to be used in context? | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  Use real life examples (such as teacher’s age) and break it down into other time units.  Partners use their age to do the same activity, breaking it down into days, hours, minutes, and seconds, etc. | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  Make and use mini-flipbooks showing equivalent units of time. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  Based on student’s formative assessment, a reteaching, practice, or enrichment homework assignment to begin during class time with at least one assigned problem to be explained at length. For example, student shows 2-3 ways to solve the same problem.  Enrichment-student works backwards...he or she is given smallest unit of time, student applies critical thinking to arrive at larger unit of time (seconds is equal to year). | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
| Isolated formative assessment/lesson quick check | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
| Meet with Reteach students in a small group while other students work cooperatively and independently on Core aligned practice activities. Examples: pearsonsuccessnet.com games on laptops, Teamwork Center Activities from Pearson, self-directed problem solving. | |
| **HOMEWORK** | |
| Continue Independent Practice Assignment: Based on student’s formative assessment, a reteaching, practice, or enrichment homework assignment to begin during class time with at least one assigned problem to be explained at length. For example, student shows 2-3 ways to solve the same problem.  Students would get the get of a family member-older for gifted students lower for students in need of tier 2 or 3 instruction and figure out at least 2 other units of time equal to family member’s age.  Enrichment-student chooses from assigned problems and formulates higher-level thinking questions to discuss with peers. | |